

Theory of Planned Behaviour and student motivation to take part in employability enhancing volunteering opportunities within sport and exercise.

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Introduction

- It can be argued that student engagement is merely a vague, popular term with a wide variety of interpretations (Vuori, 2014).
- Eden (2014) proposes integrated learning as a solution to enhance graduate employability and suggests that students must have experience of employment to become employable.
- Existing literature with a focus on student’s motivation to engage and links to employability lack any theoretical underpinning (Eden, 2014).
- The aim of the study is to identify the outcome, normative and control beliefs that underpin motivation to take part in employability enhancing volunteering opportunities on a Higher Education Sport and Exercise degree programme.

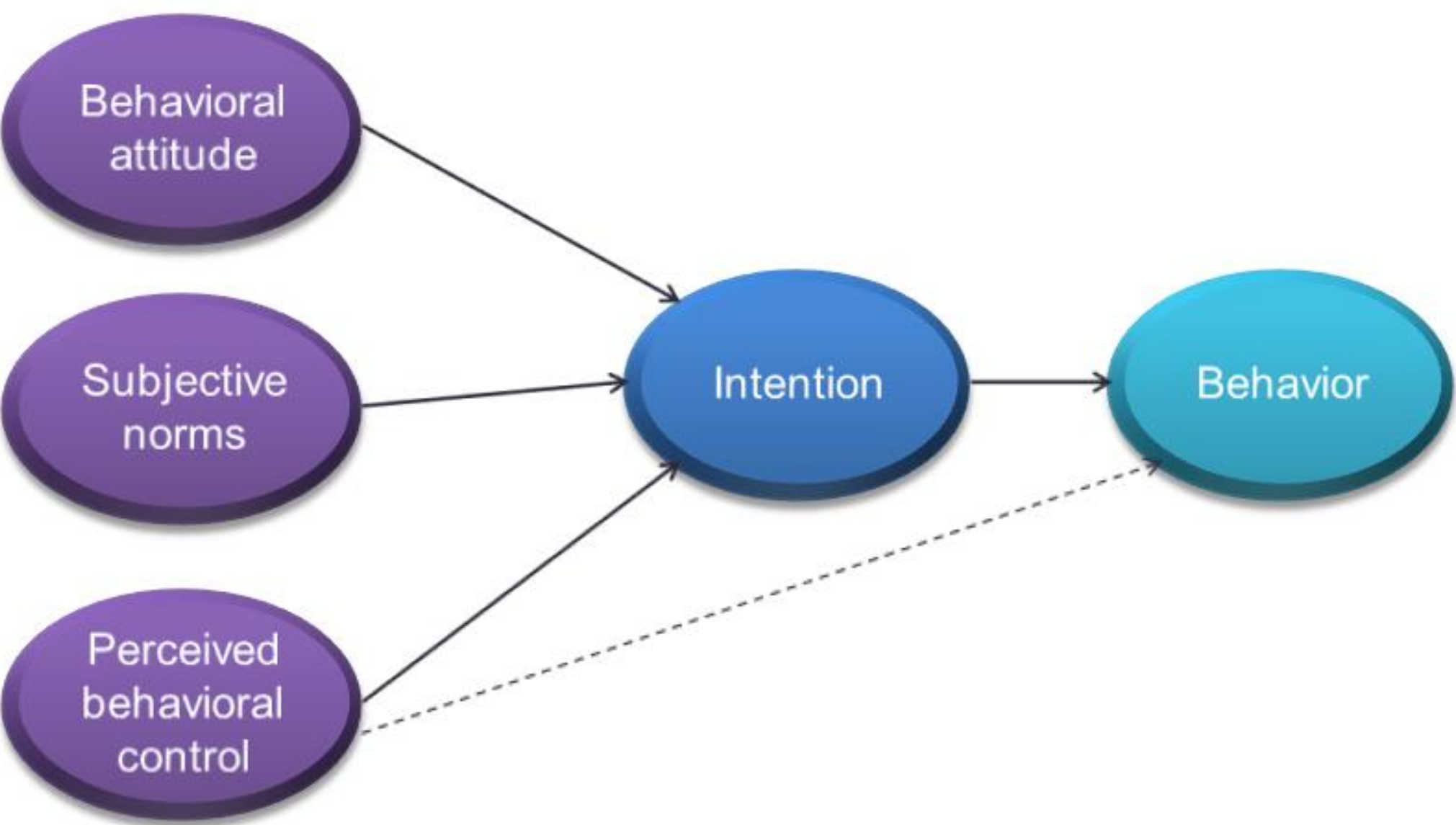


Figure 1. Theory of Planned behaviour. A cross sectional design was employed following the procedure guidelines of Ajzen (1991).

Method

- A semi structured interview was conducted to identify most salient beliefs.
- Participants were a sample of 18 students, 6 females and 12 males (M 20 years, SD 3).
- Content analysis was employed to identify the most frequently cited words and phrases in response to nine questions.
- Inter-rater agreement was analysed using Cohen’s kappa (κ).

Results

- Outcome, normative, and control beliefs were coded and are presented in rank order from the most frequently cited to the least.
- The inter-rater reliability was found to be $\kappa = 0.90$ ($P < 0.001$).

Table 1. Instrumental advantage outcome beliefs for motivations to volunteer within sport and exercise.

Belief Category	Advantages Sample Frequency
Experience	16
Increase career opportunity	5
CV	4
Network	4
Improve Skills	3
Help Studies	1
Gain Qualifications	1

Table 2. Instrumental disadvantage outcome beliefs for motivations to volunteer within sport and exercise.

Belief Category	Disadvantages Sample Frequency
Time	10
Affects Study	5
Money	5
Other commitments	2

Summary and Conclusion

- Experience and positive feelings emerged as both instrumental and affective advantage beliefs. Time and bad experience were most frequently cited as disadvantages.
- Family and friends were cited most frequently as normative approving beliefs. While employer and work colleagues emerged as most cited for disapproving beliefs.
- A good timetable was cited most frequently for control beliefs with other responsibilities and commitments being the main barriers identified

Acknowledgements

Sunderland College for their help in funding Kelly Perry’s PhD.